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ABSTRACT

This handbook provides guidelines and forms for evaluating second language teachers' performance and second language programs. The first section, which addresses the supervision and evaluation of language teachers, outlines basic principles (supervisory goals, evaluator attitudes, supervisory visits, and follow-up conferences), gives instructions for using the teacher evaluation form, presents guidelines for classroom observation, and includes four evaluation instruments: a short form report on classroom observation; a standard long form for classroom observation; a cumulative teacher evaluation form; and a checklist of classroom interactions, activities in all language skills (speaking, listening, reading, writing, grammar), and language use, with space for comments on teacher strengths and weaknesses. The second section focuses on language program evaluation; it lists supervisory principles with implications for program evaluation and provides an evaluation form. In addition, two forms are appended, one for student evaluation of teacher and program and one for teacher evaluation alone. (MSE)

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HANDBOOK FOR THE EVALUATION OF TEACHERS AND FOREIGN LANGUAGE PROGRAMS

For the use of: Supervisors, Department Chairmen, Curriculum Coordinators, District Program Coordinators, Principals, District Superintendents and Others

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SUPERVISION IN FOREIGN LANGUAGE EDUCATION

I. Goals of Supervision

Coordination
Critical Evaluation
Giving Direction
Improving Instruction and Programs
Stimulating Growth of Teachers and Students

To realize the aforementioned goals it is necessary to establish at first, the necessity of evaluating both the teacher and the program. I suggest that teacher evaluation take place at least four times per year in the regular classroom situation. It is also my opinion that a cumulative year-end evaluation should take place to assess the teacher's performance inside and outside the classroom. Regarding such evaluation, I have developed two instruments--one for classroom observations and the other for the cumulative report. Foreign Language Program Evaluation, (carried out by a special committee for programs working in conjunction with an instruction committee) should take place initially after four years and thereafter, yearly. This evaluation provides for long-term and short-term planning for supervision. An evaluation form has been devised to assess and give direction for improvement of curriculum. It is hoped that the instructional evaluator will bring to his task a good background of critically-analyzed experience and knowledge of basic principles of successful teaching.

II. The Attitude of the Good Evaluator

A. The aim should be the appraisal of instructional outcomes, the improvement of the whole teacher-learner situation.
B. Evaluate the job (the performance)- not the person.
C. Base evaluations on firsthand observations.
D. Use a positive approach; consider what will help to improve the teacher's effectiveness.
E. Combine measurement of student progress and teacher performance in your program of teacher evaluation.
F. Keep the evaluation program flexible enough to meet changing conditions.
G. Consider evaluation as an important means toward achieving goals--not an end in itself.
H. Be thoroughly familiar with the teacher's abilities and background as well as those of the students in the class to be observed.

I. Record observations immediately and arrange promptly a conference with the teacher to cooperatively analyze findings.
J. Smile, maintain a cheerful and sincere attitude.
K. Discuss what appear to be the strong and weak aspects of the teacher's performance and make definite plans for correction and improvement.
L. Encourage an experimental environment where teachers and supervisors feel free to explore, to experiment, and to test methods, processes and materials used in teaching.

III. Basic Principles and Purposes of Supervisory Visits

A. Supervisory visits should focus on all elements of the teaching-learning situation--not merely on the teacher.
B. The chief purpose of the supervisory visit should be the improvement of learning; the visit should be inspirational and instructive rather than inspectional and repressive.
C. Supervisory visits should afford every teacher a definite and concrete basis for improvement.
D. The evaluator should help the teacher to use various measures of self-evaluation.
E. Teachers should feel free to discuss their problems and to make suggestions. The evaluator should respect the opinions and points of view of the professional staff.
F. Good staff supervision promotes methods that bring about a classroom climate of satisfaction and accomplishment.
G. Fair supervision should allow the classroom teacher to realize his or her freedom and it should encourage said teacher to demonstrate initiative, individuality and creativity in classroom experimentations of methods.

IV. What to Look for During the Visit

A. Does the teacher provide good direction and motives?
B. Does the teacher enjoy the respect of pupils and is he in complete control of the classroom?
C. Are the objectives of the lesson clear to the students?
D. Were said objectives met?
E. Does the teacher model, direct and reinforce pupil responses?
F. Does the teacher provide opportunities for pupils to use the language in meaningful, real situations?
G. Are the students constantly aware of what is expected of them?

H. Does the teacher offer time for questions and does he respond adequately to them?
I. Does the teacher show enthusiasm for the subject matter and for teaching in general?
J. Do the students show interest in the subject and do they willingly participate in the class?
K. Does the teacher use the target language effectively in the classroom?

V. The Follow-Up Conference

A. Objectives
1. Establish rapport with the teacher. (Suggestions: Compliment the teacher on his/her attire, "air of confidence," liveliness etc.)
2. Include general commendations of the lesson and specific approval of an aspect of the lesson.
3. Commend teacher on his skill.
4. Further the teacher's confidence in himself and his work.
5. Offer constructive suggestions for teacher improvement.

B. Guidelines
1. Note possible cause of actions beforehand.
2. Assemble instructional and professional materials which may assist teacher in becoming more effective.
3. Be understanding, sincere and friendly.
4. Start conference with a positive approach.
5. Analyze difficulties together.
6. Close conference on a friendly note and with praise. Be encouraging. Leave teacher with something to grow on, to go on and to glow on.

HOW TO USE THE INSTRUMENTS FOR TEACHER EVALUATION

THE CATEGORIES ON THESE INSTRUMENTS ARE INTENDED AS GUIDELINES AND THE EVALUATOR SHOULD ONLY COMMENT ON THOSE AREAS WHICH HE FEELS ARE PERTINENT.

Guidelines for the Use of the "Report on Classroom Observation"
Perhaps the most efficient and fair way for the evaluator to use this form is for him to bring the guidelines and a blank sheet of paper with him to the class to be observed. On the blank sheet of paper, the teacher jots down a running account of the lesson and his observations, referring to the guidelines whenever necessary. As soon as possible after the class, the evaluator organizes his thoughts and records them as he sees fit--possibly on an unofficial copy of the form. If possible, after the observed class, or at latest, the following day, the evaluator and the teacher have the post-observation conference at which time they come to an agreement about the good points of the lesson and the areas that need improvement. The evaluator then writes up the official copy of the instrument at his convenience and sends copies of it to the observed teacher for his signature. It is suggested that this type of evaluation take place at least four times per year for regular classroom teachers.

Guidelines for the Use of the "Cumulative Teacher Evaluation Form"
As regarding the other instruments, the categories that are listed on this form are only meant as guidelines -each category does not have to be commented on. Please note that the section on Professional Activities is optional for filling since such matters may not always affect a teacher's effectiveness. However, this section may provide useful information for tenure or promotional purposes. The cumulative evaluation of the teacher's performance would be discussed at the year's final post-observation conference and the instrument could be filled out and given to the teacher for his signature at a later date. If however, the individual supervisor feels that according to his particular situation this is not the most beneficial way to use the instruments, certainly, he may adapt either the content of the form or the way of using the instruments to his particular situation.

Rationale Behind the Use of These Instruments
These instruments are consistent with the goals of supervision in that they give direction and when used properly, will improve instruction and stimulate the growth of students and teachers. They are open-ended, providing the evaluator with the opportunity to express both positive and negative comments. The evaluator is given the opportunity to discuss a variety of topics which cover the full gamut of teacher-related activities. The evaluator then chooses those activities that are most rele-

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vant and that can be the most instrumental in helping the teacher to grow professionally-and he comments extensively on them. Further material for the evaluation procedure could be collected from other sources. One such source is teacher self-evaluation. The questions that a teacher might use for this purpose were mentioned previously under the section: "What to Look for During the Visit." Perhaps the teacher himself is the best person to develop individually his method of self-evaluation. Another possible source here is student evaluation of the teacher and the program. A form for this purpose is supplied at the end of this handbook.

GUIDELINES TO BE USED DURING CLASSROOM OBSERVATION

I. CLASSROOM ATMOSPHERE
- A. GENERAL
  - order and control
  - relaxed, happy feeling
  - satisfaction, achievement
  - proper physical facilities (lighting, ventilation, seating)
- B. STUDENT-TEACHER RELATIONSHIP
  - mutual respect
  - teacher personalization (knows names and interests of individuals)
  - adaptation of instruction to varying student levels
- C. STUDENT-STUDENT RELATIONSHIP
  - interaction
  - effective grouping (whole class, small groups, individualization etc.)

II. TEACHER EFFECTIVENESS
- A. ORGANIZATION OF LESSON (PRESENTATION)
  - formulation of specific instructional objectives-which are made clear to students
  - class tempo (prompt beginning, maintenance of lively pace, economical use of time)
  - clear, logical presentation
  - clear examples, illustrations
  - provision for review
  - worthwhile homework assignments or none at all
- B. TEACHING TECHNIQUE
  - suitability of methodology to content
  - variety of presentation (changing types of drills, changing from choral to semi-choral repetition to individual responses and personalized questions etc.)
  - logical and effective sequence of activities
  - variety of activities
  - use of supplementary materials (blackboard, standard and "home-made" visuals, audio-visual equipment, other materials and or equipment outside of classroom whenever purposeful)
  - provision for judging student progress
- C. TEACHER PERFORMANCE
  - accuracy regarding content
  - proper amount and type of speaking (audibility, naturalness, clarity, voice projection and intonation, effective use of target language)
  - enthusiasm, ability to motivate, ability to underline significance of lesson
  - poise, self-confidence, appearance
  - flexibility, fairness
- D. STUDENT PERFORMANCE
  - participation (amount and type, audibility and use of target language)

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interest and attention
demonstration of progress
self-control

III. FULFILLMENT OF LESSON OBJECTIVES (Was there indeed an observable change in the students' behavior?)

IV. OTHER PERTINENT COMMENTS

SHORT FORM REPORT ON CLASSROOM OBSERVATION

(The author used the following form to comment on the performance of student-teachers this past semester. After examining its overall effectiveness and shortcomings he designed a longer, more conclusive report form which follows this one.)

Name of student-teacher being evaluated_____

Activity being evaluated_____

Please rate the demonstration you are observing, taking into consideration:

1. Instructional techniques (Do you think the instructional objective was met in the classroom? What are your observations on sequence of activities, clarity of instructions and explanations, effective use of visuals and effective use of target language?)

2. Language proficiency (pronunciation; fluency, grammatical accuracy)

3. Personality (voice, gestures, self-confidence, friendliness, tact)

Please circle the appropriate grade:

A	B	C	D
(excellent; I hope my child will get him/her as a teacher...)	(good; solid performance, but some flaws)	(satisfactory; acceptable, but can't get excited)	(poor; I hope my child won't have him/her as a teacher..)

(unsatisfactory; negative "gut reaction") F

Comments: (Please note here and on the other side of this form specific strengths and weaknesses and suggestions for improvement.)

STANDARD REPORT FORM ON CLASSROOM OBSERVATION

Name of teacher: _____ Date: _____

Subject and level taught: _____ Time: _____

I. CLASSROOM ATMOSPHERE

A. GENERAL (order and control, relaxed and happy feeling, satisfaction and achievement, proper physical facilities, e.g., lighting, ventilation, seating space and arrangement)

B. STUDENT-TEACHER RELATIONSHIP (mutual respect, teacher personalization -- knows names and interests of individuals, adaptation of instruction to varying student levels)

C. STUDENT-STUDENT RELATIONSHIP (interaction, effective grouping -- whole class, small groups, individualization etc.)

II. TEACHER EFFECTIVENESS

A. ORGANIZATION OF LESSON (formulation of specific instructional objectives which are made clear to students, class tempo-- prompt beginning, maintenance of lively pace, economical use of time, clear and logical presentation, clear examples and illustrations, provision for review, worthwhile homework assignments or none at all)

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B. TEACHING TECHNIQUE (suitability of methodology to content; variety of presentation -- changing types of drills, changing from choral to semi-choral repetition to individual responses and personalized questions etc.; logical and effective sequence of activities, variety of activities, use of supplementary materials -- blackboard, standard and "home-made" visuals, audio-visual equipment, other materials and or equipment from outside of classroom whenever purposeful; provision for judging student progress)

C. TEACHER PERFORMANCE (accuracy regarding content; proper amount and type of speaking -- audibility, naturalness, clarity, voice projection and intonation, effective use of target language; enthusiasm, ability to motivate, ability to underline significance of lesson; poise, self-confidence, appearance; flexibility and fairness)

D. STUDENT PERFORMANCE (participation-- amount and type, audibility and use of target language; interest and attention; demonstration of progress; self-control)

III. FULFILLMENT OF LESSON OBJECTIVES (Was there indeed an observable change in the students' behavior?)

IV. OTHER PERTINENT COMMENTS (observation that language was taught in a meaningful context or in a vacuum? Did activities which focused on personal communication also provide adequate linguistic structure for students to manipulate? ...)

Observer's signature and title: _____

_____

Date: _____

This form has been discussed and acknowledged.
Teacher's signature: _____

Date: _____

TEACHER'S COMMENTS:

CUMULATIVE TEACHER EVALUATION FORM

Teacher's Name: _____ Date: _____

School: _____ Subject and Levels: _____

_____

I. TEACHER PERFORMANCE (A. Cumulative evaluation from several observations -- overall strengths and weaknesses; B. Evidence of growth -- responsiveness to suggestions, improvement)

II. TEACHER RESPONSIBILITY (attendance; punctuality; keeping of student records; lesson plans; attendance at staff functions)

III. TEACHER'S ABILITY TO WORK WITH OTHERS (cooperation with rest of staff; relationship with students -- laudable rapport, personality clashes? discipline problems?; relationship with parents)

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IV. (OPTIONAL, MAY BE USED FOR TENURE OR PROMOTION PURPOSES)
PROFESSIONAL ACTIVITIES (membership in professional associations, activities in community organizations, university course work)

V. OTHER NOTEWORTHY COMMENTS:

Signature of supervisor: _____

Institution represented: _____

Date: _____

This form has been discussed and acknowledged.
Teacher's signature: _____
School: _____

Date: _____

TEACHER'S COMMENTS. USE SEPARATE SHEET, PLEASE.

TEACHING CHECKLIST

The following checklist may be used by supervisors, and by classroom teachers interested in making self-assessments. The evaluator may place the appropriate number alongside all the items or alongside the ones which he feels are observable, that particular day.

5 = Outstanding
4 = Very Good
3 = Good
2 = Needs some improvement
1 = Needs much improvement
N/A = Not Applicable

I. CLASSROOM INTERACTION

A. Classroom Atmosphere

1. Did the instructor sustain/evoke student interest?
2. Did the instructor require participation of everyone?
3. How lively was the participation?
4. Did the instructor have good rapport with the students?
5. Did the instructor have classroom presence?
6. Does the instructor make students feel at ease and "uninhibited"?
7. Were there any annoying mannerisms about the instructor that obviously bothered students?
8. Did the instructor move among students occasionally (rather than remain stationary at his desk)?
9. Was there mutual respect?
10. Was instructor responsive to the class and able/willing to be flexible?
11. Comments (optional):

B. Organization

1. Did the class begin on time?
2. Was there any group activity or any other warm-up device at the beginning of the hour?
3. Was there a variety of classroom activities?
4. Were teacher's techniques appropriate to the day's lesson?
5. Was there a smooth transition between activities?
6. Did the instructor have an effective lesson plan?
7. Was the lesson plan executed with success?
8. Comments (optional):

C. Nature of Student-Teacher Interaction
1. Were questions addressed to the entire class first in order to promote voluntary participation?
2. Were there immediate correction of errors and recognition of correct performance?
3. How accurate and tactful were the corrections?
4. Were students encouraged to help one another whenever appropriate (e.g.: to supply "missing word" for sentence completion, to correct a simple pronunciation error etc.) ?
5. Did most students seem to understand the class drills, teacher's questions and explanations?
6. Were students always aware of what was expected of them?
7. Were students adequately prepared for the class?
8. Comments (optional):

II. CLASSROOM ACTIVITIES

A. Speaking

1. Dialogue
a. Explanation
1. Was the dialogue introduced in a way to arouse student interest?
2. Did the introduction anticipate grammatical structures? vocabulary? cultural content?
3. Were new vocabulary and structures adequately presented?
b. Repetition
1. Were correct and sufficient models for repetition provided?
2. Was correct pronunciation and intonation elicited?
3. Was there appropriate use of individual and choral response?
c. Expansion, manipulation, conversation
1. Did the instructor elicit variations of basic sentences and structures?
2. Did the instructor provide opportunities for the class to use the target language in meaningful situations (i.e., real conversation in which student might have sufficient linguistic structure to operate in)?
d. Comments (optional):

2. Pronunciation

The teacher :

a. Is at all times a model for correct pronunciation of the foreign language.
   1. Isolates problems and demonstrates correct sound production.
   2. Gives brief and concise explanation of sound production when appropriate.
b. Provides sufficient opprtunities for imitation and repetition.
c. Makes sure of accuracy through frequent eliciting of individual response, and provides feedback to student.
d. Shows awareness of specific pronunciation problems caused by interference from native speech habits and orthography.
e. Teaches effectively the graphic representation of the sounds.
f. Comments (optional):

B. Listening

1. Did the instructor use the target language whenever appropriate?
2. Were there any activities specifically aimed at developing listening comprehension?
3. Did these activities challenge the students to a higher level of thinking/understanding in the language?
4. Were students able to understand enough to enjoy a feeling of success in these activities?
5. Comments (optional):

C. Reading

1. Was there a reading assignment for the day?
2. Were activities varied and well planned?
3. Was the reading used effectively as a basis for conversation? Were the themes presented in view of human and cultural interest?
4. Did follow-up comments, questions and activities focus on meaningful, personal communication?
5. Was the reading used effectively as a review device, where appropriate?
6. Was the interest of the class maintained?
7. Did the instructor take advantage of the reading to specifically introduce new cultural insights, where appropriate?

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8. If the passages were read aloud, was due attention paid to correct intonation and pronunciation?
9. Did the instructor use any extra material or realia (e.g., visuals to pre-teach vocabulary)?
10. Comments (optional):

D. Writing

The teacher:

1. Uses writing materials in order to reinforce vocabulary and structures.
2. Pays proper attention to establishing sound-symbol correspondence.
3. Uses varied and appropriate techniques for the teaching of writing skills (dictation -- regular, spot and others, recombination, directed writing etc.)
4. Uses the blackboard and other media effectively for presentation, practice and corrections.
5. Comments (optional):

E. Grammar

1. Explanations
a. Were there clear and brief explanations?
b. Was English used sparingly? Did the instructor highlight cognates during his use of grammatical terms, where appropriate?
c. Was a sufficient number of appropriate examples or models given?
d. Was the blackboard used for visual presentation of structures and vocabulary?
e. Were explanations understood by all students?
f. Were students encouraged to deductively determine the grammar point or points being presented?

2. Drills
a. Was there a judicious choice of drills?
b. Were drills well paced?
c. Did the instructor insist on clear and loud response?

3. Adaptation and Personalization
   a. Were drills personalized as much as possible?
   b. Did the instructor provide opportunites for the class to use the target language in meaningful situations (i.e., real conversation)?

III. LANGUAGE USE

A. Was the level of language used appropriate for the level of the course?

a. Was the instructor aware of the different levels of students in a particular class (especially applicable in a bilingual classroom) and did he or she behave accordingly? Any individualization?

B. Was the instructor's use of language correct with respect to: vocabulary, grammar, pronunciation, intonation?

C. Comments -- optional (Suggestions: Would you rate the instructor as fluent, semi-fluent in the foreign language? Was instructor familiar with the kinesics, gestures --"body language" of the foreign culture? ...):

IV. GENERAL COMMENTS

A. Instructor's strengths:

B. Instructor's weaknesses:

C. Improvement observed (based on comparison with previous visit, if applicable):

Signature of observer: _____

Title: _____, School: _____

Date: _____

This form has been discussed and acknowledged.

Teacher's signature: _____

School: _____

Date: _____

TEACHER'S COMMENTS:

EVALUATION OF FOREIGN LANGUAGE PROGRAMS

Definition of Program: The program is the sum total of the means by which students are guided in the attainment of the intellectual and moral discipline requisite to the role of intelligent citizens in a democratic society. This principle, then, encompasses all of the learning experiences that students have under the direction of the school.

Supervisory Principles and Implications for Program Evaluation:

1. The evaluation of a program should be a basic part of the program itself.

2. A program should be evaluated in terms of its own objectives and the instructional improvement which it achieves.

3. Program revision and evaluation should take place at least every four years, or whenever necessary.

4. Supervisors must accept the principle that the success of the program depends essentially on the cooperative participation of: all staff members, personnel, professional associations, the school community and student representatives.

5. Provisions must be made for assisting the professional staff in creative ways to solve both individual and common programs.

6. The effectiveness of the program should be evaluated by the participants in it as well as by outside consultants.

7. The aim of evaluation should be to improve the program and ultimately, to improve instruction for students.

8. The gathering and interpretation of statistical and other data should form the basis of supervisory program evaluation. For this purpose, an instruction committee and a program committee could be organized with the following responsibilities:

   A. Instruction Committee:

      1. Reviews continually all aspects of the instruction program, and each aspect in relationship to the whole program.

      2. Defines problems and proposes ways and means of seeking solutions.

3. Gives direction to the program committee concerning each year's work.

4. Serves as a channel of communication among all members of the teaching staff concerning curriculum development and instructional issues.

B. Program Committee:

1. Examines, evaluates and recommends textbooks, supplementary books and other teaching aids.

2. In response to the needs of the department, recommends the development and production of instructional materials not available commercially.

3. Evaluates current program of instruction in area of study; revises and updates it whenever necessary.

4. Helps faculties understand the purpose of various instructional materials and aids them in using said materials effectively.

5. Reports the results of faculty work to the instruction committee for their endorsement and recommendations.

9. The forward-looking school system will continuously seek to evaluate its efforts and to report on its strengths and weaknesses in the area of curriculum.

10. The key to sustained community support of supervision is the instructional program which should be responsive to the changing needs and interests of the community.

Programs need to be evaluated in an effort to verify that content and instructional activities in the subject area:

1. contribute to a balanced program of general education for each student.

2. articulate the learning experiences of the middle schools with the high schools. (If foreign languages are taught in the elementary grades continuity of the learning experience should be realized in the other schools. Special attention should be given to bilingual programs too in order to avoid unstructuredness and unnecessary repetition.)

3. provide educational opportunities for each student in accordance with his own needs.

4. provide opportunities for exploration within the subject area.

5. provide opportunities for a limited amount of specialization in area of interest or in ability area.

6. are flexible.

7. provide for evaluation of student achievement in accordance with each individual's aptitudes and interests.

8. are analyzed periodically in an effort to determine why students fail in some aspects of the language.

FORM FOR THE EVALUATION OF FOREIGN LANGUAGE PROGRAMS
(following page)

This form is designed specifically for the evaluation process of foreign language programs. In general, the questions posed pertain specifically to the development of modern foreign languages. With some exceptions, yet, the statements and questions may be applicable concerning the evaluation of foreign language programs on the broadest level.

The form is open-ended in nature, calling for brief answers or descriptions of various aspects of the program. Notes or qualifications might be made when they illuminate responses or when they make more complete the description of the practices in the program.

In evaluating the program it is necessary to ascertain whether the program is meeting the needs of the students and whether the instructional activities of the program indeed facilitate the premises established for it. Finally, it is necessary to underline that improvement is sought - when, where, and if it is deemed necessary through the findings of the program evaluation.

EVALUATION OF FOREIGN LANGUAGE PROGRAM (form for: administrators, curriculum developers, foreign language coordinators and other educational leaders)

1. List and describe briefly the foreign language courses offered in your school or district.

2. State goals for subject area and how well the objectives have been met (Consider areas of listening, speaking, reading, writing, cultural insights-- also, the varying stress at different instructional levels.).

3. In what ways are students provided with opportunities to assume responsibility in planning, carrying out and evaluating their own learning?

4. In what ways is opportunity for exploration provided for each student enrolled?

5. What provisions have been made for in-depth study by those students who show high ability and great interest in the language studied? (any flexible, ability grouping?)

6. What types of tests are administered to evaluate students' performance and progress? Any diagnostic tests for transfer students to determine areas of strength and weakness? Placement tests?

7. Do teachers use the results of evaluations as an index of their teaching effectiveness, and do they make adjustments in instructional methods and materials accordingly?

8. How do the teachers work together in planning for the coordination of the instructional activities both within their subject area(s) and in interdisciplinary areas?

9. Is instruction of level three and above given by teachers who speak like natives? Are they fluent, semi-fluent in the foreign language?

10. How does the school make use of native speakers in the community or other persons knowledgeable regarding the foreign culture(s) studied?

11. What facilities, equipment and materials are most extensively used for the subject of study (e.g., textbooks, A.V. equipment etc.)?

12. What is done in the subject area to promote and contribute to:
    a) moral and ethical values
    b) intellectual development
    c) positive self-concepts
    d) social development
    e) community relations

13. Describe provisions made for individual differences among students taking into account their:
    a) abilities
    b) interests
    c) cultural backgrounds
    e) socio-economic level (when pertinent, e.g.: sufficient money to buy special texts, learning aids etc.? Financially able to participate in field trips such as restaurant outings, music festivals etc.?)

14. Give examples to indicate that the content and instruction in the language are consistent with the school's stated philosophy and objectives.

15. With reference to the subject area, name improvements in the instructional program that have been completed within the last three or four years.

16. What are considered to be special strengths of the instruction in this subject area? Weaknesses?

17. What procedures and practices are used in the continuous evaluation of the content and instruction in the subject area?

18. General Comments.

Evaluator:_____

Title: _____

School or School District:_____

Program evaluated:_____

Year(s) being evaluated:_____

Today's date:_____

Acknowledgement of evaluation by: _____
(District Superintendent, Supervising Principle, Other)

Title:_____

The following form is for the students' evaluation of the teacher and the foreign language program. Sometimes, students favor it over other forms since it does not require written commentary.

INSTRUMENT FOR STUDENT EVALUATION OF TEACHER & PROGRAM

Please circle the appropriate number according to this key:
1 = Strongly Agree 4 = Strongly Disagree

1. The subject matter of this course was interesting.
Agree 1 2 3 4 Disagree

2. You plan on studying further in this area.
1 2 3 4

3. You found this course to be necessary in your overall education.
1 2 3 4

4. This course was made relevant to your life.
1 2 3 4

5. You thought that the methods of teaching were effective.
1 2 3 4

6. There was the right amount of homework.
1 2 3 4

7. The homework was helpful in studying the subject.
1 2 3 4

8. The tests were reflective of the material covered in class and the homework.
1 2 3 4

9. The teacher knew the subject matter well.
1 2 3 4

10. The teacher was well-prepared for the class.
1 2 3 4

11. The teacher showed interest in the field of study.
1 2 3 4

12. The textbook was relevant to the class.
1 2 3 4

13. You were challenged by the material.
1 2 3 4

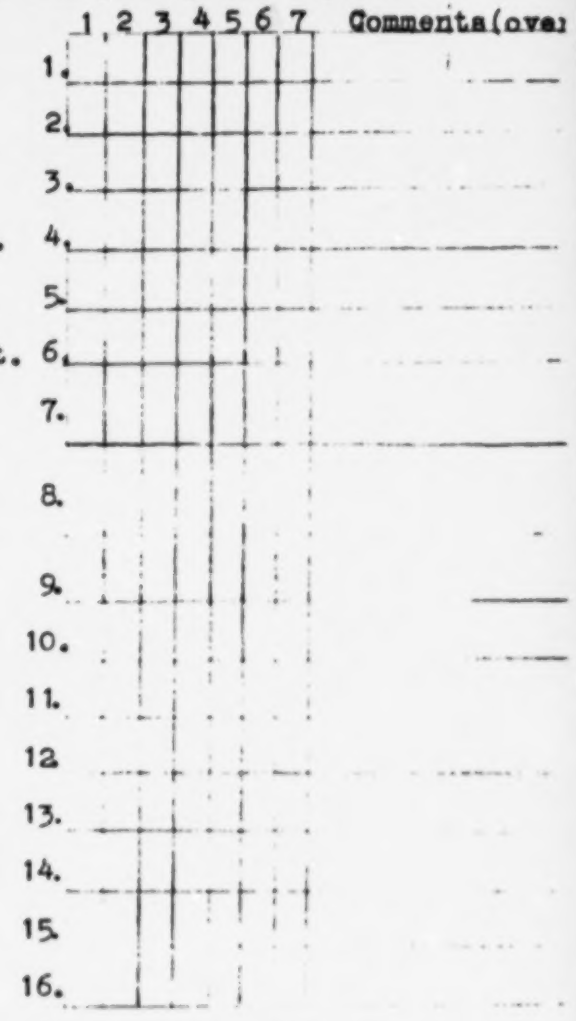
14. The grading system was fair.
1 2 3 4

15. The teacher was interesting.
1 2 3 4

The following form may also be used for the evaluation of a teacher's performance. This form may be more sophisticated in nature than the preceding one since it invites the student to write some brief answers in addition to asking him to check the appropriate boxes. Here, it may be noted that students in the third and fourth levels of a foreign language may be enthusiastic about expressing their opinions since they have pursued the study of that language for a number of years.

TEACHER EVALUATION Rate the items on a scale of 1 to 7.
(1 = very poor, 7 = excellent)

Please fill out the following evaluation sheet. Be as objective and as honest as you can be. This evaluation is for my benefit only. You need not sign your name. Your written comments will be extremely helpful to me, so I should appreciate your taking the time to make them. I shall not read these evaluations until your final examinations have been graded and your grade reports have been turned into the main office.



1. Organization of course.
2. Organization of daily classes.
3. Knowledge of subject matter.
4. Ability to present material clearly.
5. Class activities generally helpful.
6. Ability to arouse & sustain interest.
7. Flexible; responds to student questions.
8. Use of foreign language generally understandable.
9. Fairness in grading examinations.
10. Student=teacher relationship.
11. Willingness to help.
12. Recognition of own limitations.
13. Sense of humor.
14. Mannerisms.
15. General estimate of teacher.
16. General estimate of course.

Please complete the following sentences. Give as much of an explanation as possible. Whys are as helpful as whats. Many thanks. Use other side of this sheet if necessary.

1. Teacher's weaknesses are.....
2. Teacher's strengths are.....
3. Class activities I enjoyed most were.....
4. Class activities I enjoyed least were.....
5. Class activities which most helped me learn the foreign lang. were....
6. Class activities which least helped me learn the foreign lang. were...
7. I wish we had.....